PIRIVENA ENGLISH

GRADE 2

Educational Publications Department

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The National Anthem of Sri Lanka

Sri Lanka Matha
Apa Sri Lanka Namo Namo Namo Namo Matha
Sundara siri barinee, surendi athi sobamana Lanka
Dhanya dhanaya neka mal palaturu piri jaya bhoomiya ramya
Apa hata sepa siri setha sadana jeewanaye matha
Piliganu mena apa bhakthi pooja Namo Namo Matha
Apa Sri Lanka Namo Namo Namo Namo Matha
Oba we apa vidya
Obamaya apa sathya
Oba we apa shakthi
Apa hada thula bhakthi
Oba apa aloke
Apage anuprane
Oba apa jeevana we
Apa mukthiya oba we
Nava jeevana demine, nithina apa pubudukaran matha
Gnana veerya vadawamina regena yanu mana jaya bhoomi kara
Eka mavakage daru kela bevina
Yamu yamu vee nopama
Prema vada sema bheda durerada
Namo, Namo Matha
Apa Sri Lanka Namo Namo Namo Namo Matha

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அரசின் வெகுமதியாய் நூலிதனைப் பெற்றேன்
அறிவு பெருகிடவே நூலிதனைக் கற்பேன்
தாய் நாட்டின் வளமெனவும் நூலிதனைக் காப்பேன்
பல மாணவரும் பயின்றிடவே நூலிதையே அளிப்பேன்

From the government, I received this as a gift
I’ll read it, light up my knowledge and practise thrift
On my country’s own behalf, I’ll protect the national resources
And offer this book to another one as a fresh garland of roses



Message of the Hon. Minister of Education

'Pirivena' became the centre of the Education of Sri Lanka as that entity has been providing education on languages, religions, ethics etc. for a long time for both Buddhist clergies and lay students. It was a university-like education centre which made not only the lay and clergy students in the country but the students overseas also knowledgeable. Students were given a curriculum prepared in accordance with the needs of each era through Pirivena education. Therefore, such education centres became august all over the world.

It is true that the quality of the Pirivena education got deteriorated especially with foreign invasions; Portuguese, Dutch and English. But, Sri Lanka was fortunate to have a dedicated clergy like Ven. Asarana Sarana Sangaraja Thero who actively contributed towards reestablishing the Higher Ordination of Sri Lanka in 1753.

Our sole intention is to make the concept of free education meaningful in every field of education including the Pirivena Education. The Government expends a large sum of money to provide you with all the Pirivena textbooks free of charge with the hope of making the student population aware of discipline, ethics and bonhomie and imparting them to the public through student population.

I think, we are fortunate to be able to provide you this textbook free of charge. I hope that this book would help developing knowledge and virtues of both the clergy and lay students in the Pirivena institutes.

Akila Viraj Kariyawasam
Minister of Education

Message from the Nayaka Thero, the Director of Pirivena Education

We are fortunate to have been born as humans. Therefore, as humans, we must make our lives more successful. There is a variety of righteous ways that we can follow to achieve this end. Amongst them, what we should do during our childhood is learning. The enthusiasm that you show towards education decides whether you would lead a happy or a sad life in the future. You must keep in mind that the childhood during which you could study would soon go by.

The majority of clergy and lay students, who are engaged in pirivena education, are children of poor parents. How fortunate are such children to be given the opportunity to study in a pirivena? We must show our gratitude to our parents, our venerable teachers who ordained us, all those who helped us in education and to this country. We can do that only if we study the preaching and acquire good attitudes and skills to gain a successful status in the society.

Look at the many clergy and lay personalities who have become savants, as well as wealthy and powerful characters in Sri Lanka and in other countries. All of them have acquired education through hard work and dedication. They have gone through immense difficulties to provide themselves with food and educational materials. However, today they lead successful and happy lives while bringing happiness to those who have helped them by studying hard with enthusiasm and excellent management of time.

There are millions of children spending hand to mouth lives with no sufficient food to eat, medicine for their ailments or books for their studies. However, despite their poverty-stricken state, they continue their studies until they achieve their ultimate goal. We are not that unfortunate when we compare our lives with that of such miserable children. We receive food free of charge either from the pirivena or from donors. We are given free textbooks and robes by the government. We receive free education from pirivena and school. Moreover, due to the Suraksha insurances scheme of the government, we receive a free health insurance too.

At present, people in the world suffer from lack of water and food. Lord Buddha, our noblest teacher, has taught us to make the maximum use of food, water and robes. Wastage of such resources is an offence as well as a demerit. You are given these textbooks free of charge. Do not forget that the government has spent a huge amount of money taken from the general public of this country to produce them.

Please use these textbooks carefully and efficiently; enrich your knowledge; pass your examinations well. Determine to be a virtuous citizen with compassion for all and love for your country.

Professor Rev. Nabiriththankadawara Gnanarathana Nayaka Thero
Director of Education (Piriven)
Ministry of Education

Foreword

All beings, which are born, exist for some time and depart. In between the time of their existence, both visible and unnoticeable changes occur continuously and unceasingly. Everything, both living and non-living is subjected to face this transformation because all the worldly things are impermanent or transient.

However, the syllabi as well as the textbooks for Pirivena English subject had remained unchanged for more than two decades while the school syllabi have undergone complete revisions from time to time resulting in the introduction of new textbooks during that period.

Anyway, you are fortunate to follow this new textbook prepared in accordance with the new syllabus. I think, you will be able to learn English more enthusiastically and effectively using this book.

I must be thankful to Ven. Professor Nabirittankadawara Gnanaratana Thero, Director of Pirivena Education Branch of the Ministry of Education, who had a firm determination that all the Pirivena English Textbooks are to be introduced anew for all the grades within one year. If he had not urged both his staff and mine, this book series would not have come to your hand this year. Then, as the Pirivena students, you would have become underprivileged.

I offer my sincere thanks to all those who helped to compile this book successfully, and to the staff of the Educational Publications Department.

I.M.K.B. Ilangasinghe
Commissioner General of Educational Publications
Educational Publications Department
Isurupaya
Battaramulla
22.02.2018

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CONTENTS

Dear Student,

Please do not write anything in this book. Use your exercise book to do the activities that appear here.

Right Way 1



Activity 1

Act Out

Samitha goes to temple every day. Sometimes, Samitha sweeps the Bodhi compound. Then, he offers flowers and worships the Buddha. Today, he meets Venerable Revatha at the temple.

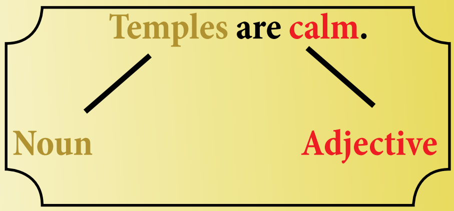
Venerable Revatha	: It looks great. Have you finished sweeping the **Bodhi** compound?
Samitha	: Almost, Venerable Sir.
Venerable Revatha	: The Bodhi compound is **clean**.
Samitha	: Yes sir. I like this place.
Venerable Revatha	: Why do you like this place?
Samitha	: Because it's calm.
Venerable Revatha	: Yes, temples are usually **calm** and **quiet**.

1. What does Samitha sometimes do at the temple?
2. Who did Samitha meet at the temple?

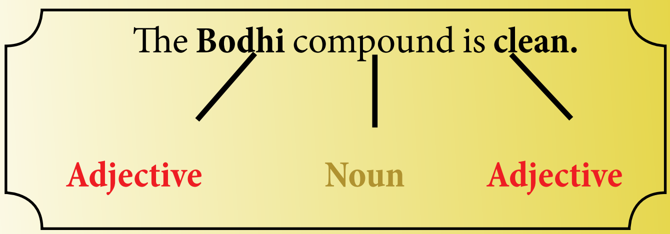
(b) **Go to Activity 1 in your workbook and complete it.**

Learning Point

Look at the following example.



Here the word 'calm' describes the noun 'temples'. The word 'calm' is an adjective.



Here the word 'Bodhi' describes the noun 'compound' and the word 'clean' describes the noun 'compound'.
The words 'clean' and 'Bodhi' function as adjectives.

Read the following sentences.

The **Bodhi** compound is **clean.**
The **new** class is **big**.
My room is **tidy**.
Our friends are **good**.

The words '**Bodhi**', '**new**', '**clean**', '**big**', '**tidy**' and '**good**' are **adjectives.**

Activity 2 - Writing

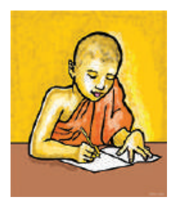
Match and make sentences.

My books My friend My teachers The umbrella Our classroom Her hair	is are	big good kind new long beautiful

1. ....
2. ....
3. ....
4. ....
5. ....

Activity 3 - Reading

Read the following text and answer the questions.



Podi Hamuduruwo

Venerable Sumana is the youngest monk in the temple. He starts his day very early in the morning. He takes a wash and then puts on a clean robe. Then he cleans the shrine room and sweeps the Bodhi compound. After that, Venerable Sumana offers flowers to the Buddha and meditates for some time. Then, he takes his breakfast (*Heil Danaya*). He spends the rest of the morning reading books or attending the pirivena. He has his lunch (*Dahawal Danaya*) before noon. After finishing the homework given at the pirivena, he helps the children in the village with their studies. He is

a role model to many children in the village. They affectionately call him *Podi Hamuduruwo.*

1. What is the name of the monk mentioned in the paragraph?
2. What is the adjective used to describe his robe?
3. What does he do before offering flowers to the Buddha?
4. When does he take his lunch (*Dahawal Danaya*)?
5. What do the village children call him?

Activity 4 - Reading

Look and read aloud.



Samitha passes a room. It is untidy. There are **books, pens** and **pencils** everywhere. Some are on the table, while the others are on the three benches in the corner. Some **glasses**, **bottles** and four red gift **boxes** are also on one of the benches. There is also a fruit basket with **mangoes**, **apples**, **bananas** and **oranges** on the cupboard. There are also some empty paint **tins** and **brushes** near this cupboard. Samitha sees a broom behind the door. He takes it and thinks "How can I clean this room?"

Activity 5 - Writing

Answer the questions.

1. Where are the books?
2. What is on the table?
3. How many benches are there?
4. How many gift boxes are there?
5. List out the fruits mentioned in the text.

Learning Point

Look at the following pictures and the words used for each category.



Furniture



Stationery



Fruits



Vegetables



Food



Clothes

Tables, benches and cupboards are furniture. Pens, pencils and books are stationery. We can divide the above words as follows :

Superordinate		Hyponyms
Furniture	——>	tables, benches, cupboards
Stationery	——>	pens, pencils, books

Activity 6 - Grammar

Find the **hyponyms** for the **superordinates** given in the boxes.
(books, benches, oranges, bananas, chairs, cupboards, pencils, pineapples, pomegranates, guava, tables, marker pens, file covers, beds, stools, wardrobes, file tags, grapes, papaya, paper clips, note books, mangoes, sofas, highlighters)

Fruits	**Furniture**	**Stationery**

Learning Point

Did you see the highlighted words?
'books', 'benches', 'glasses', 'mangoes' are the plural forms *of 'book', 'bench', 'glass', 'mango'*

Plurals can be formed in different ways:

- adding –s to some nouns. (book**s**, pen**s**, pencil**s**)
- adding –es to nouns that end with –s, -sh, -ch, -x and –o*.(bus**es**, brush**es**, bench**es**, box**es**, mango**es**)
- adding –ies to nouns that end in 'y' with a consonant before it. Remember you have to drop the final 'y' before adding –ies (baby→ babies, lady→ ladies)
- adding –ves to some nouns which end in 'fe' or 'f'. Remember you have to drop the 'fe' or 'f' before adding –ves (life→ lives, wolf→wolves)

* Some nouns ending in -o form their plurals with –s instead of –es (pianos, photos, dynamos)

Activity 7

(a) Write the plural form.

tin	-	tins	banana	-	....
fox	-		orange	-	....
cake	-		tomato	-	....
kettle	-		class	-	....
bunch	-		hen	-	....
bush	-		radio	-	....

IRREGULAR PLURAL NOUNS

man	*men*
woman	*women*
child	*children*
tooth	*teeth*
goose	*geese*
foot	*feet*
mouse	*mice*
louse	*lice*
ox	*oxen*

ZERO PLURAL NOUNS

fish	*fish*
sheep	*sheep*
deer	*deer*
aircraft	*aircraft*

(b) **Read the poem aloud.**

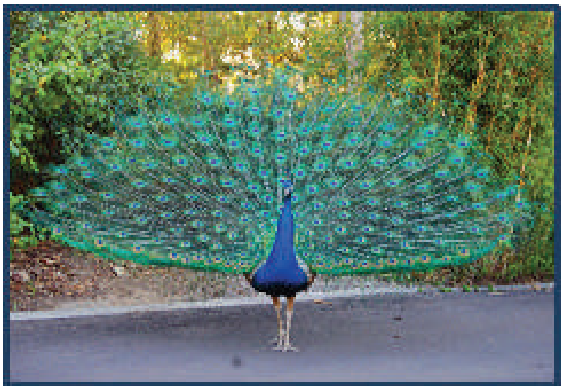
Once there were six **men**
They had six **radios**
The **radios** were in **safes**
Some **witches** cast a spell
Now the safes had tight locks
and iron **roofs**
They brought **knives, axes**
To break down the locks
Finally, they cut the safes
Into two **halves**
Aha, the **locks** opened at last
The **men** took the **radios**
Sadly, none worked
As the **batteries** were down

(c) **Find the plurals from the poem and write.**

1. man - ....
2. radio - ....
3. safe - ....
4. lock - ....
5. roof - ....
6. knife - ....
7. half - ....
8. battery- ....
9. axe - ....
10. witch - ....

Activity 8

Look at the pictures below and complete the table with the words given.





Masculine (Male)
peacock

Feminine (Female)
peahen

Masculine (Male)	Feminine (Female)
peacock	peahen

mother, pig, boy, god, uncle, girl, father, goddess, aunt, son, king, daughter, prince, man, deer, princess, woman, doe, queen,sow

Activity 9 - Reading

Describe the following picture by filling in the blanks using the words/ phrases given.



This picture shows a ________________ room. There are three Buddha statues: a ________________ statue, a reclining statue and a standing ________________. The walls are painted in ________________ and colours. There are statues of Arahat Sariputta and Arahat Moggallana. There is a donation box and a ________________.

shrine	meditating	statue
table for offerings	different designs	

Activity 10

Recite aloud.

Muhuttamapi ce viññu – panditaṃ payirupāsati
Khippaṃ dhammaṃ vijānāti – jivhā sūparasaṃ yathā

An intelligent man can quickly understand things. By associating with a wise man for a moment, he quickly understands the Dhamma. It is just as the tongue knows the taste of soup.

Dhammapada

Activity 11 - Pronunciation

(a) Read aloud.

by , my, why, boy, toy, cry, shy, dry, fly,
sky, try, fry, copy, very, lorry, baby, reply,
happy, funny, properly

(b) Read aloud and enjoy.

I sp***y*** a little fl***y***
She is ver***y*** sh***y***
When I tr***y***
To catch when the***y*** all fl***y***
b***y***
Bo***y***, the***y*** fl***y*** high and
make me cr***y***

(c) **Complete the following table.**

Words that begin with letter "y"	Words that end with letter "y"
e.g. yes	e.g. toy

Read the following words.

A	B
yellow	sp**y**
yarn	cr**y**
yet	funn**y**

Do you hear a difference in the pronunciation in the letter "y" of the words in the table above?

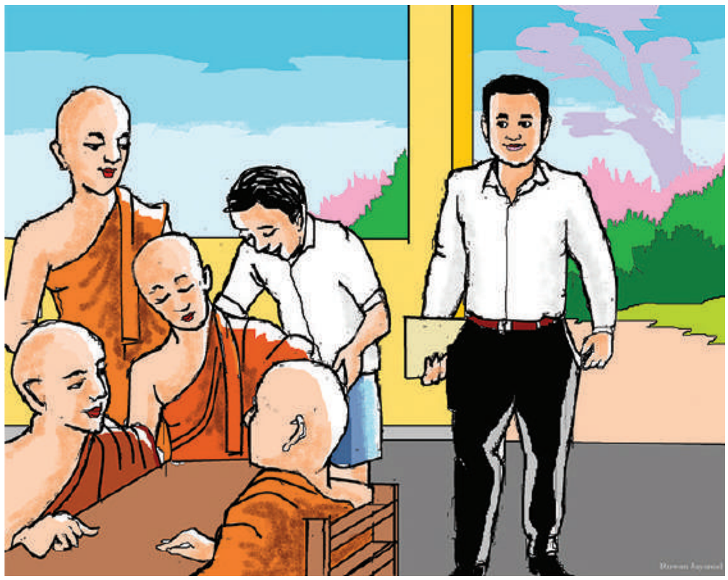
The pronunciation of the letter "y" of the words in column A and in column B is different from each other. The words in column A have a consonant sound and the words in column B end with a vowel sound.

Activity 12 - Listening

Listen and match.

A	B
Venerable Ananda has	stationery
Venerable Sumana bought	fruits
Kamal likes	furniture

The English Day 2



Activity 1

(a) Act Out

Grade 2 students of Siri Nimala Pirivena, Kottawa are going to organize a programme for the English Day. They are in the classroom.

Students	: Good afternoon, sir!
Teacher	: Good afternoon, everybody!
VenerableVipassi	: Sir, our class is organizing an English Day.
Teacher	: Well, that's fine! What's the programme?
Venerable Ananda	: We are planning the programme now.
Teacher	: Well, who's the announcer?

Venerable Suneetha	: Sir, I'm the announcer. But, I need your help.
Teacher	: OK, I'll help you.
Venerable Suneetha	: How can I invite someone to speak at the event?
Teacher	: You can start like this! "I kindly invite Venerable Vijitha to deliver his speech…" Did you get it?
Venerable Suneetha	: Yes, I did. Thank you, sir.
Teacher	: Well, if you need any more help, meet me during the interval.

(b) Copy this activity into your book and underline the correct answer.

I. In which grade are they?

a. In grade 03 b. In grade 02

II. Who is organizing the English Day?

a. Students of Siri Nimala Pirivena b. Teachers of Siri Nimala Pirivena

III. Where are the students?

a. In the main hall b. In the classroom

IV. Who will be the announcer?

a. Venerable Suneetha b. Venerable Ananda

V. When can Venerable Suneetha meet the teacher?

a. During the interval b. At the weekend

Activity 2 - Reading

(a) Read the poster and answer the questions that follow.

English Day Programme
Siri Nimala Pirivena

Date	:	05th of March
Time	:	2.30 p.m.
Venue	:	Pirivena main hall
Events	:	A Dhamma sermon
		Speeches
		A drama
		A debate
		A quiz competition

Chief Guest : The Most Venerable Pallegama Rathanasara

All are invited

1. What is the poster about?
2. When is the English Day?
3. At what time is it?
4. How many events are there?
5. What is the third event?
6. Who is the chief guest?

(b) Complete the following poster.

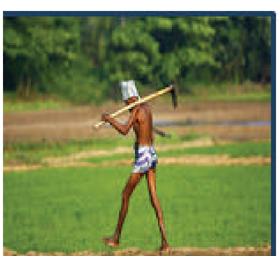
All are invited to clean our village	28th of August
8.00 a.m.	at Kettarama Pirivena

Shramadana Campaign

Let's Eradicate Dengue Together

Date :
Time :
Venue :

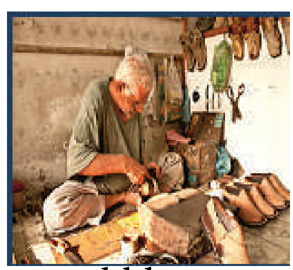
Using Commas



farmer



carpenter



cobbler

There is a ______ , ______ and ______

There is a farmer, carpenter and a cobbler.

car van bus three- wheeler

There is a , , and

There is a car, van, bus and a three-wheeler.

Learning Point

We usually use commas (,) to separate two or more items.

e.g. i. There is a stupa, Bo tree, shrine room and a dwelling-house.
ii. Cars, lorries and buses run on the road.

Activity 3 - Writing

Insert commas where necessary and rewrite.

1. Dinuka reads short story books novels magazines and newspapers.
2. Mr. Silva offered a robe a decorated umbrella and a pair of slippers.
3. We can speak Pali Sanskrit Sinhala Tamil and English.
4. I have a bag new pencil box pencil-sharpener and a bottle of water.
5. Venerable Damitha has a single - lined robe double - lined robe and an-under robe.

6. There are monks nuns men and women in the picture.
7. There are teachers parents students and past pupils in the auditorium.
8. There are elephants tigers bears lions and kangaroos in the zoo.

Activity 4 - Reading

(a) Look at the pictures and read the sentences carefully.



but



yesterday

today

Yesterday was a rainy day.

Today is a sunny day.

Yesterday was a rainy day but today is a sunny day.



and



Roses

Anthuriums

Roses and Anthuriums are flowers.

(b) Connect the following sentences using 'and' or 'but'.

e.g. **Today is a sunny day** but **yesterday was a rainy day.**

i. Kamal goes to school by bus.
   Nimal goes to school by bus.

....

ii. Amal can speak English.
    He can't speak Tamil.

....

iii. Venerable Rahula is kind.
     Venerable Narada is kind.

....

iv. Namal can sing.
    He can't dance.

....

v. Nirmala is clever.
   Achala is clever.

....

Learning Point			
Base form	Adding **–s** to the base form	Adding **–es** to the verbs end in '**o, ss, ch, sh, x**' and '**z**'	Adding **-ies** to the verbs end in consonant with '**y**' ('y' changes in to 'i')
come read play obey write think	come + s→ comes read + s→ reads play + s→ plays obey + s→ obeys write + s→ writes think + s→ thinks		
go pass teach push mix buzz		go + es→ goes pass + es→ passes teach+ es→ teaches push + es→ pushes mix + es→ mixes buzz + es→buzzes	
fly dry cry try study apply			fly + ies→ flies dry + ies→ dries cry + ies→ cries try + ies→ tries study+ ies→ studies apply+ ies→ applies

Activity 5 - Grammar

(a) Write the singular form of the following verbs.

seek		apply	
do		speak	
fizz		wash	
say		pass	
mix		teach	

(b) Complete the sentences using the correct verb form.

1. Venerable Thapassi …………………… English fluently. (speak)
2. The priest ………………….. his followers. (bless)
3. They ……………….. football. (play)
4. Buddhist monks …………………… Dhamma sermons. (preach)
5. I ……………… my teeth twice a day. (brush)
6. He ………………… a beautiful kite. (fly)
7. They ………………… vegetables at the fair. (buy)
8. My father ………………… to work daily. (go)
9. Suranga ………………… the answers. (guess)
10. My mother ………………… a fruit salad. (mix)

Activity 6 - Listening

Listen to the teacher and complete the grid.

House	Colours	Parts of the body

We are writing the programme.



I'm sweeping the compound.



Learning Point

Formation of present participle verbs:

☞ **We can add –ing to verbs to form present participle verbs.**

read → read + ing → reading
go → go + ing → going

But remember the following:

⅄ We remove the final 'e' of verbs before adding –ing

write → write + ing → writing
come → come + ing → coming

⅄ We change 'ie' into 'y' and add –ing to the verbs ending with 'ie'

lie → lie + y + ing → lying
die → die + y + ing → dying

⅄ In some verbs, the final consonant is doubled to form the "ing".

run → run + n + ing → running
swim → swim + m + ing → swimming

I	am
We	are
You	are
They	are
He	is
She	is
It	is

Present

I	→	am
we / you/ they	→	are
he/ she/ it	→	is

Formulation:

Subject + am/ is/ are + present participle

Past

I	→	was
we / you/ they	→	were
he/ she/ it	→	was

Formulation:

Subject + was/ were + present participle

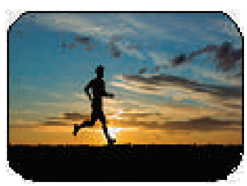
Activity 7 - Grammar

Make present participles.

go	
get	
come	
tie	
eat	
sit	
smile	
stay	
have	
clap	
say	

Activity 8

Underline the correct answer.

Present		Past
I ....a banana now. i. is eating ii. am eating iii. are eating		I ....a banana this morning. i. was eating ii. were eating
They .... for a bus right now. i. am waiting ii. is waiting iii. are waiting		They .... for a bus yesterday. i. was waiting ii. were waiting
He .... now. i. am running ii. is running iii. are running		He .... last evening. i. was running ii. were running
It .... in the river. i. am bathing ii. is bathing iii. are bathing		It........... yesterday. i. was bathing ii. were bathing

Activity 9

Use **am, is, are, was** or **were** to make meaningful sentences.

1. He ………………………………..reading a book ***this morning***.
2. Thisal ……………………… doing his homework ***now.***
3. We …………………having our dinner ***at that time.***
4. My friends ………… playing football ***right now***.
5. I …………… having a bath at ***this moment.***

Present Continuous Tense (**am/ is/ are**)			
Positive	Negative	Positive Question	Negative Question
I am reading. I'm reading.	I am not reading. I'm not reading.	Am I reading?	Am I not reading? Aren't I reading?
You are reading. You're reading.	You are not reading. You aren't reading.	Are you reading?	Are you not reading? Aren't you reading?
They are reading. They're reading.	They are not reading. They aren't reading.	Are they reading?	Are they not reading? Aren't they reading?
He is reading.	He is not reading. He isn't reading.	Is he reading?	Is he not reading? Isn't he reading?
It is raining. It's raining.	It is not raining. It isn't raining.	Is it raining?	Is it not raining? Isn't it raining?

Past Continuous Tense (**was/ were**)			
I was reading.	I was not reading. I wasn't reading.	Was I reading?	Was I not reading? Wasn't I reading?
You were reading.	You were not reading. You weren't reading.	Were you reading?	Were you not reading? Weren't you reading?
They were reading.	They were not reading. They weren't reading.	Were they reading?	Were they not reading? Weren't they reading?
He was reading.	He was not reading. He wasn't reading.	Was he reading?	Was he not reading? Wasn't he reading?
It was raining yesterday.	It was not raining. It wasn't raining.	Was it raining?	Was it not raining? Wasn't it raining?

➢ **Complete Activity 6 in your workbook.**

Activity 10 - **Reading**

Read the words aloud and identify the sounds.

→ ***oo***, ***ee***, ***ea***, ***oa***, ***aw***, ***ai***, and ***ay***



Activity 11 - Reading



Read the following passage aloud.

Our Temple

Our temple is Vijayarama Viharaya. It is situated in Kurunegala. Most Venerable Pannila Vimalagnana is our Chief Incumbent. There are 15 monks in our temple. It has a shrine room, stupa, Bo tree, preaching hall and an alms hall. There is a very beautiful terrace too. We keep our temple clean.We love our temple.

❖ **Speak about your temple. You may use the following:**

Our temple is ………………..

It is situated in ……………….

………………. is our Chief Incumbent.

There is/ are ……………….

It has ……………….

We keep ……………….

We like / love……………….

Activity 12

Read the following.

A : I have a new bag. **B** : **I *have a new* bag too.**	~~have a new~~	**A**: I have a new bag. **B**: **Me too.**
A : She has gone. **B** : Do you know **where *she has gone***?	~~she has gone~~	**A**: She has gone. **B**: Do you know where?
A : I ordered snacks and **she *ordered* an ice cream.**	~~ordered~~	**A**: I ordered snacks and she, an ice cream.
A : They went to Kandy and **we *went* to Matara.**	~~went~~	**A** : They went to Kandy and we, to Matara.
A : He closed the doors and **I *closed* the window.**	~~closed~~	**A** : He closed the doors and **I, the window.**

Activity 13

Look at the pictures and read the sentences carefully.



The baby is walking ***with*** his mother.



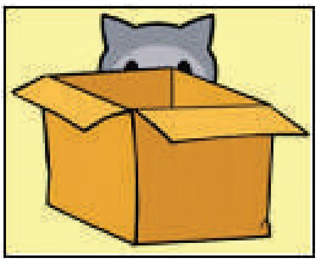
We play ***during*** the interval.



I taste ***with*** my tongue.



The dog is jumping ***towards*** the ball.



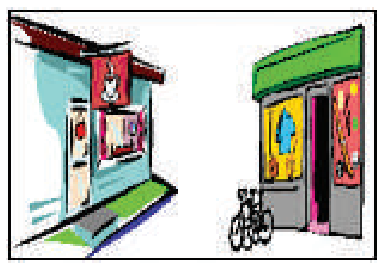
The cat is ***behind*** the box.



The ball is ***between*** the box and the bear.



The dog is ***in front of*** the kennel.



The toy shop is ***opposite*** the coffee shop.

Activity 14 - Grammar

Underline the most suitable word.

1. He came ……………. us.
   (with, during)

2. I go to temple …………… my mother daily.
   (during, with)

3. He did his homework ………… the interval.
   (between, during)

4. They are heading ……………. the finishing line.
   (with, towards)

5. The boy hid ……………………….. the door.
   (behind, between)

6. Nimal is standing ………………………..Kamal and Amal.
   (during, between)

7. Our class teacher is ……………………….. the class now.
   (in front of, towards)

8. My school is ……………………….. the temple.
   (opposite, on)

Endless Friendship

3



Activity 1

Act Out

Thisal visited the RajamahaViharaya in Thanthirimale with his mother. There, he offered flowers and meditated for some time. He happened to meet his old classmate, Hemal, there.

Thisal : Hello! Hemal. Nice to see you! How are you?

Hemal : Fine, Thisal.

Thisal : ***I've*** heard ***you've*** joined a new pirivena. ***What's*** its name?

Hemal : Yes, ***it's*** Nandana Pirivena in Medawachchiya.

Thisal : Can we meet the chief monk of this temple?

Hemal : Yes, ***where's*** he?

Thisal : He might be in the shrine room.

(b) Answer the following questions.

1. Who visited the Thanthirimale Rajamaha Viharaya?
2. What are the names of the two boys?
3. Where is the Nandana Pirivena?

Learning Point

Did you see the **highlighted** words in the dialogue above?

I've, you've, what's, it's, where's

They all are in **contracted forms (short forms)** and see their formation;

I have	➢	I've
you have	➢	you've
what is	➢	what's
it is	➢	it's
where is	➢	where's

Formation of contractions:

am	→	**'m**	(e.g. I am	→	I'm)
are, were	→	**'re**	(e.g. you are	→	you're)
is	→	's	(e.g. he is	→	he's)
let us	→	's	(e.g. Let us go	→	Let's go)
has	→	's	(e.g. she has	→	she's)
have	→	**'ve**	(e.g. you have	→	you've)
had	→	'd	(e.g. you had	→	you'd)
would	→	'd	(e.g. you would	→	you'd)
will	→	**'ll**	(e.g. you will	→	you'll)
not	→	n't*	(e.g. do not	→	don't)

* i. Learn the different contractions given below.

will not	→	**won't**
shall not	→	**shan't**

ii. We can use some negative contractions in two ways;

He is not	→	i. He's not	ii. He isn't
I will not	→	i. I'll not	ii. I won't
You have not	→	i. You've not	ii. You haven't

Activity 2 - Grammar

Write the contracted forms for the following.

1.	I am	__________	6.	let us	__________
2.	he is	__________	7.	she has	__________
3.	we are	__________	8.	here is	__________
4.	it is	__________	9.	there is	__________
5.	you are	__________	10.	you have	__________

Activity 3

Rewrite two contracted forms for the following.

e.g.	we will not	i. we'll not	ii. we won't
1.	you have not	i.______________	ii.______________
2.	we are not	i.______________	ii.______________
3.	he is not	i.______________	ii.______________
4.	you were not	i.______________	ii.______________
5.	she would not	i.______________	ii.______________

Activity 4

Rewrite the following sentences using the correct contracted forms.

I. Who is your best friend?

....

II. Where is your bag?

....

III. How is your father now?

....

IV. How is my driving?

....

V. What has happened?

....

Activity 5 - Reading

Read aloud and identify different sound patterns of 'i'.

"ii"	"ei"	"ai"	"oi"
lease	raise	rice	noise
read	praise	mice	voice
meal	waist	wise	coin
team	weight	lice	oil
lead	straight	dice	coin

Activity 6

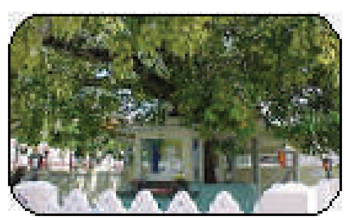
Find and write out the correct sound pattern of 'i', 'ii', 'ei', 'ai', 'oi'.

e.g. rice	"ai"
lease	
praise	
meal	
straight	

lead	
mice	
voice	
dice	
noise	
leave	

Activity 7 - Listening

Listen to your teacher and match.

then	
finally	
first	
next	

Activity 8 - Reading

Read aloud.

Similar words or ***synonyms*** are words or phrases which have the same or nearly the same meaning.

Synonyms		
little	→	small
big	→	large
delicious	→	tasty
beautiful	→	pretty
new	→	modern

Activity 9 - Grammar

Underline the correct synonym.

1. I have a <u>little</u> toy car. (small, long, short)
2. Mother brought a <u>big</u> jakfruit. (fat, thin, large)
3. This salad is <u>delicious</u>. (sour, bitter, tasty)
4. I can draw a <u>beautiful</u> flower. (pretty, ugly, dirty)
5. That's a <u>new</u> building. (deep, wide, modern)

Activity 10 - Reading

(a) Read the story.



The Greedy Crow

Once upon a time there was a pigeon. It lived in a nest close to a kitchen. The cook in the kitchen liked it very much. He often fed grain to it.

One day, a crow saw the pigeon. It saw that the pigeon was getting ***wonderful*** food from the kitchen. The crow decided to get ***friendly*** with the pigeon. Pretending to be friends, the crow somehow made the pigeon share the nest with it.

The crow wanted meat and all the other food in the kitchen. But the pigeon got only grains from the kitchen. The crow could not wait any longer. At the end, it decided to take some food from the kitchen.

Thinking so, it crept down the chimney into the kitchen. He saw some cooked fish in a pan. It smelt delicious. It felt ***greedy*** and tried to get the fish. Suddenly, a ladle fell down and made a noise. The cook heard this noise. He came to the kitchen quickly. Finally, he caught the crow and removed its feathers.

(b) Read the story "The Greedy Crow" and mark "✓" or "✗".

1. The Greedy Crow is the topic of the story. [ ]

2. The pigeon lived close to a jungle. [ ]

3. The crow wanted to be friendly with the pigeon. [ ]

4. The pigeon often got bread from the cook. [ ]

5. Finally, the cook caught the crow. [ ]

Learning Point

Read the highlighted words in the story again. All these words are ***adjectives***.

wonderful *friendly* *greedy*

We can form adjectives from ***verbs*** and ***nouns***:

☞Forming adjectives from nouns:

[Noun + ful]	➢	wonder	→	wonderful	→	-ful
[Noun + ly]	➢	friend	→	friendly	→	-ly
[Noun +y]	➢	greed	→	greedy	→	-y

☞ Forming adjectives from verbs:

[Verb + able]	➢	pay	→	payable	→	-able
[Verb + ent]	➢	differ	→	different	→	-ent
[Verb + ive]	➢	attract	→	attractive	→	-ive

☆Remember the word endings given above are only a few of the common endings of adjectives.

☆However, there are more endings such as –ous, -al, -ern, -ary, -ic, -ive, -en, -ish, -ate, -ite and -ar. Find them and learn as a **self-learning activity.**

Activity 11 - Grammar

Find adjectives from the box and complete the table. Then underline the word endings as in examples given.

skillful	urgent	agreeable	greedy	creative
friendly	selective	monthly	handful	dependent

Adjectives from nouns *[-ful / -ly / -y]*		Adjectives from verbs *[-able / -ent / -ive]*	
e.g. beauty	**beautiful**	**attract**	**attractive**
hand		agree	
friend		depend	
greed		create	
month		select	
skill		urge	

Learning Point

We usually do not use the definite article '***the***' and the indefinite articles '***a, an***' with uncountable nouns.

e. g. He often fed grain to her. ☒ No articles (a, an, the)
I ate rice. ☒ No articles (a, an, the) — Zero article
I drank water. ☒ No articles (a, an, the)

But remember the following occasions:

☆ We can use 'the' before uncountable nouns when they are used in a particular sense.

e.g. **The grain** (*that the cook gave to the pigeon*) was good.
The rice (*that my father brought*) was delicious.
The water (*that was in the flask*) was not hot.

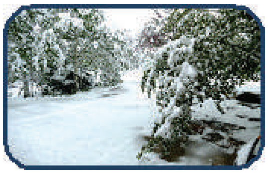
☆ We can use 'a' with uncountable nouns according to the given structure below.

a + noun + of + uncountable noun

e.g.	a + glass	+	of	+	milk	→	a glass of milk
	a + bit	+	of	+	news	→	a bit of news
	a + bowl	+	of	+	rice	→	a bowl of rice

Activity 12

(a) Read the following sentences and mark "✓" or "×".



The snow is white. ☐



The milk is in a cup. ☐



The sugar in the bowl is brown**.** ☐



I spent all **the money** in my pocket. ☐



Thisal drank all **the water** in the glass. ☐

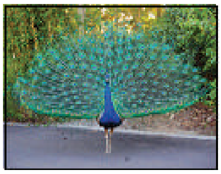
(b) Make phrases correctly. (*a* + *noun* + *of* + *uncountable noun*)

e.g.	glass – water	a glass of water
1.	piece – advice	______________
2.	sheet – paper	______________
3.	drop – water	______________
4.	pot – milk	______________
5.	pane – glass	______________

Activity 13 - Reading

(a) Thisal's English teacher described the following pictures. Read the sentences aloud.







The quail is ***big.***
The peacock is **bigger** ***than*** the quail.
The ostrich is ***the*** **biggest** of all the birds in the world.

The quail is powerful.
The peacock is **more powerful** ***than*** the quail.
The ostrich is ***the*** **most powerful** bird in the world.

Learning Point

All the highlighted words in the above sentences are *adjectives of comparison.*

big, bigger, biggest
beautiful, more beautiful, most beautiful

There are three degrees of comparison.

1.The Positive : - It is the simple form of the adjective.
e.g. big, powerful

2.The Comparative : - We use it to compare two things or persons.
e.g. bigger, more powerful

3.The Superlative* : - We use it to compare more than two things or persons.
e.g. biggest, most powerful

There are different ways of forming comparative and superlative adjectives:

We often add '*er*' and '*est*' to one-syllable adjectives.

e.g.	*big*	*bigger*	*biggest*

We usually add '*er*' and '*est*' to two-syllable adjectives that end in "er", "y" or "ly".

e.g.	*clever*	*cleverer*	*cleverest*
	pretty	*prettier*	*prettiest*
	lovely	*lovelier*	*loveliest*

We usually add 'more' and 'most' to adjectives that end in ***ful*** or ***re***.

Some adjectives form the comparative and the superlative form as follows.

e.g.	*faithful*	*more faithful*	*most faithful*
	mature	*more mature*	*most mature*
	powerful	*more powerful*	*most powerful*

** Don't forget to use the definite article '**the**' before superlative adjectives.*

e.g. Venerable Piyananda is ***the*** tallest in the class.

Irregular Comparisons

Positive	Comparative	Superlative
good	better	best
bad	worse	worst
far	farther	farthest (of distance only)
far	further	furthest
many/ much*	more	most
little	less	least
old	older	oldest
old	elder	eldest (of people only)
* We use '***many***' with countable nouns and '***much***' with uncountable nouns.		

(b) Complete the following table.

Positive	Comparative	Superlative
big		
	more dangerous	
		highest
clever		
	worse	
		most useful
educated		
	greater	
		cleverest
fast		

Activity 14 - Reading

(a) Read the dialogue.

Teacher : **What does** your brother **look like**?

Thisal : He's thin. He's got curly hair and a round face.

Teacher : **Can you tell me about** your sister?

Thisal : She is tall. She has long hair and an oval face.

Teacher : **Tell me about** your best friend.

Thisal : He's smart. He's got black hair and blue eyes.

(b) Practise with your friend.

You may use the following.

What does your.............. look like? (father/ mother/ sister/ etc.)

Can you tell me about your ....? (father/ mother/ sister/ etc.)

Tell me about your .... (father/ mother/ sister/ etc.)

He/ She is...

☞ old, very old, young, middle aged

☞ tall, slim, thin, well-built, overweight

☞ dark, smart, beautiful, funny, cute, rich, gorgeous

He has/ She has... / has got... He has got/ She has got ...

☞ (a/an) oval/ round/square/ thin

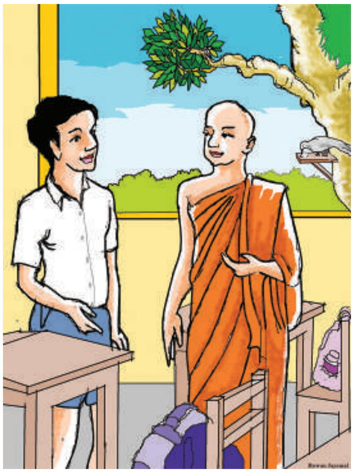
☞ long/ black/ straight/ curly/ grey hair

☞ blue eyes/ fair skin/ straight

(c) Write a paragraph about the person you described.

Our Family 4

The Friend's Bag



Activity 1

Act Out

Venerable Suseema : Good morning, Udesh!

Udesh : Good morning, Venerable Sir!

Venerable Suseema : Is that new bag **yours**?

Udesh : You mean… the bag on that chair?

Venerable Suseema : Yes.

Udesh : No, it's not **mine**. It's *Nirmal's bag*.

Venerable Suseema : *Nirmal's bag*? Do we have a new friend?

Udesh : Yes, Venerable Sir.

Venerable Suseema : So…that bag is **his**? When did he join us?

Udesh : He came last Friday and he's from Katana.

Venerable Suseema : Wonderful! He's from my village.

Udesh : Why were you absent last Friday?

Venerable Suseema : Because, I had to go for an alms-giving.

(b) Read the dialogue and answer.

01. What is on the chair?

02. Who is the new friend?

03. When did he join the class?

04. Where is he from?

05. Venerable Suseema was absent because ....

a) he was sick

b) he had to go for a funeral

c) he had to go for an alms-giving

06. Repeat the following words with your teacher. All the words are from the dialogue '*The Friend's Bag*'.

Activity 2 - Reading

(a) Let's read aloud.

'sh' sounds	'ch' sounds	'th' sounds	'wh' sounds
shop	chips	this	when
shed	cheeks	that	what
ship	chair	then	wheel
shell	chest	those	why
shy	chin	them	while

(b) Fill in the blanks with suitable sounds. [sh /ch /wh/th]



__ __ip



__ __rone



__ __air



__ __eel



__ __ ark

(c) Read, find and complete the table.

then	wheel	~~chin~~	shell
shy	~~chant~~	~~this~~	~~whip~~
why	~~shirt~~	chair	white
shall	their	charity	she
~~when~~	check	~~shark~~	~~that~~
there	chest	where	them

chin	shirt	that	when
		this	
chant			
	shark		
			whip

Possessive Forms

Study the following grid and the position of the apostrophe ('). It will help you in activities 03, 04 and 05.

Singular	Plural	Singular	Plural
student's	students'	child's	children's
farmer's	farmers'	man's	men's

Learning Point

We make the possessive form by adding apostrophe + s ('s) to:

☞ All singular nouns

e.g. student → *student* + ' + *s* → *student's*

e.g. child → *child* + ' + *s* → *child's*

☞ Irregular plural nouns

e.g. children → *children* + ' + *s* → *children's*

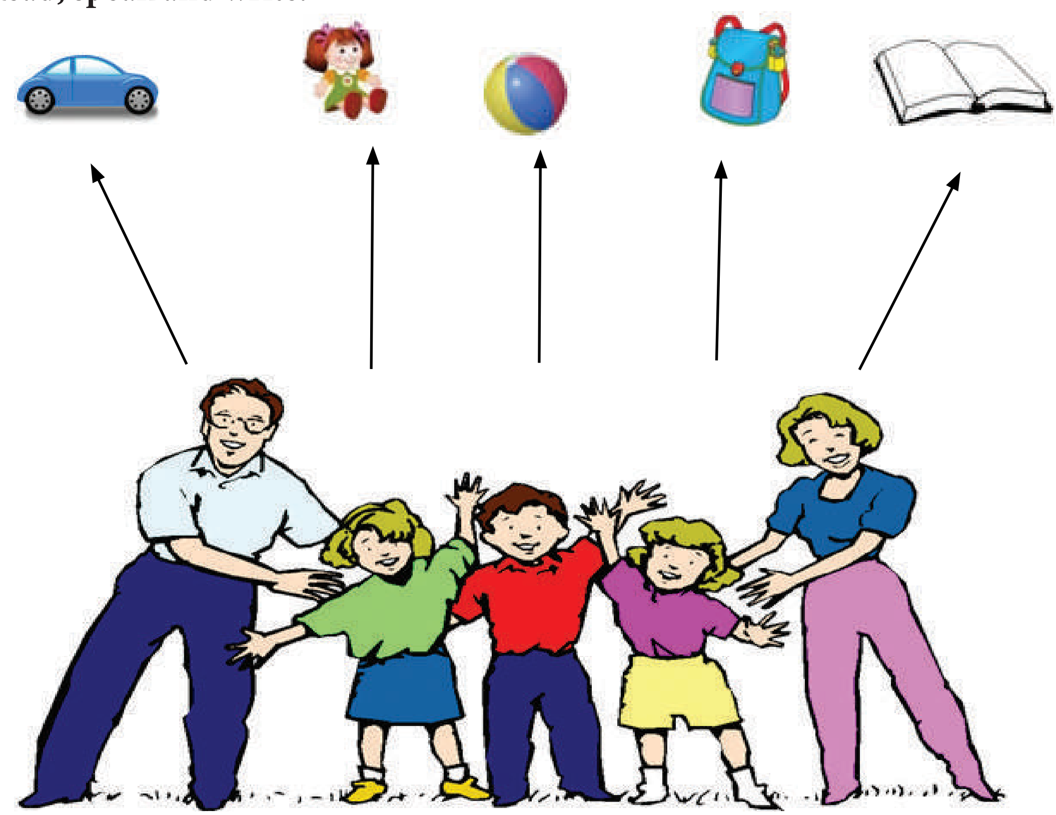
We make the possessive form by adding the apostrophe (') to:

☞ Regular plural nouns

e.g. students → students + ' → students'

Activity 3 - Grammar

Read, speak and write.



father	sister	brother	Pahandi	mother

Whose ....? (bag, doll, ball, car, book)

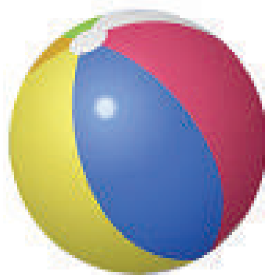
☞ Possessive form of singular nouns.

e.g. **Pahandi→ Pahandi + ' + s →Pahandi's**



Pahandi's bag









Activity 4

☞ Possessive form of singular nouns

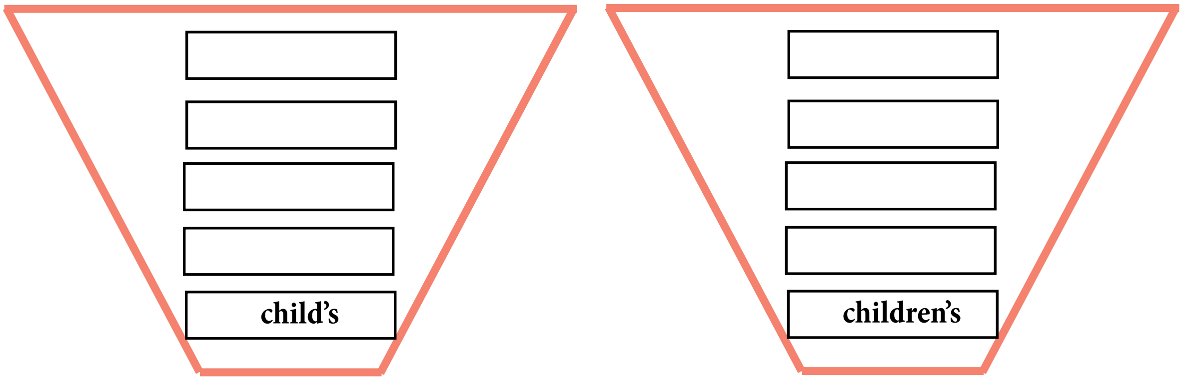
e.g. child → child + ' + **s** → child**'s**

☞ Possessive form of irregular plural nouns

e.g. children → children + ' + **s** → children**'s**

Can you fill up the cups? Use the following words.

child children man men woman women fisherman fishermen mouse mice



Activity 5

Think and complete.

☞ Possessive form of regular plural nouns

e.g. students → students + ' → students'



01. Monks have yellow robes. ⟶ Monks' robes are yellow.

02. Students have white shirts. ____________________ are white.

03. Monkeys have long tails. ____________________ are long.

04. The teachers have a room near the refectory. The ____________________ is near the refectory.

05. Rabbits have cute eyes. ____________________ are cute.

06. Patients have comfortable beds. ____________________ are comfortable.

Activity 6 - Reading

Read the example and complete.

Possessive Adjectives		Possessive Pronouns
my	→	mine
our	→	ours
your	→	yours
their	→	theirs
his	→	his
her	→	hers
its	→	its (rarely used)

This is my bag.	**This bag is mine.**
That is **her** doll.	That doll is ________.
That is ________ umbrella.	That umbrella is **yours.**
That is ________ car.	That car is **theirs**.
This is **his** pet.	This pet is ________.
This is ________ country.	This country is **ours.**

Read aloud the dialogue.

A : Good afternoon!

B : Good afternoon!

A : I need your help. I wrote the word '***unhappy***'. Is it **correct** or **incorrect**?

B : Mm…I'm not sure. Let me see, I think it's correct.



Activity 7 - Grammar

Let's learn to use the prefixes ***in-*** and ***un-***

Write out *in-* or *un-* to complete the words.

(un-)= not	***(in-)= not***
_____kind (not kind)	_____active (not active)
_____happy	_____correct
_____common	_____secure
_____comfortable	_____complete
_____fair	_____efficient

Activity 8 - Listening

Listen to your teacher and mark (✓) or (✗).

Event	:	A Buddha Pooja	
Time	:	6.30 p.m.	
Day	:	Sunday	
Date	:	13th of December	
Conducted by	:	Venerable Akuresse Dhammadassi	
Venue	:	Viwekarama Temple	

Activity 9 - Reading

(a) Read the notice.

NOTICE

All are welcome to the Annual Prize Giving

of

Sumangala Maha Pirivena

in Kandy.

Chief Guest: Hon. Minister of Education

Date	**: 25th of December 2018**
Time	**: 2.45 p.m.**
Venue	**: Pirivena main hall**

Secretary,

10th December 2018 **Organizing Committee**

(b) **Complete the following notice using the phrases given.**

31st of December 2018 / Sirinivasa Pirivena / 9.30 p.m.
The Pirith chanting ceremony / Preaching Hall / Kegalle

NOTICE

All the devotees are kindly requested to be present for

____

of ______________________________

in _________________.

It will be organized by Venerable Piyananda with grade 02 students.

Date : _________________
Time : _________________
Venue : _________________

Secretary,
20th Dec. 2018 Buddhist Association

Activity 10 - Writing

Write a similar notice for the following.

A Dhamma Sermon (conducted by Venerable AranayakaVishuddhi)

Activity 11

Look and describe.



classroom
teacher
students
blackboard
chairs
sitting

This is a picture of a ______________________ .

There is a ______________________ .

There are ______________________ .

There is a ______________________ .

There are ______________________ .

The students are ______________________ in the classroom.

Activity 12 (Pairwork)

Find the names and practise. (The *first letter of each word is shown.)*



temple bell	Bo tree	preaching hall	monks' dwelling
stupa / pagoda	shrine room	refectory / alms hall	pond

Working Together 5



Activity 1

Act Out

Samitha and Vidath are from Daham Mithuro Society. On Wednesday, the 5th they celebrate the first anniversary of the Society. They have arranged a sermon to mark this event. Kolitha (Samitha's younger brother) and his friends have come to help.

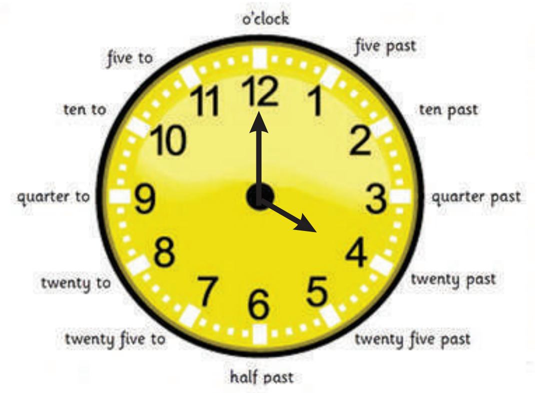


Samitha : What's the time now?
Vidath : It's 7 o'clock.
Samitha : We don't have much time.
Vidath : Don't worry. We can manage this.
Kolitha : When should we go to invite the thero for the sermon?
Vidath : At 8.00 a.m.
Kolitha : a.m.? What's that?
Samitha : Ok, I'll tell you after I finish all this.
Vidath : Till then just think of "before" and "after" noon.
Samitha : Anyway, we are getting late. You can learn about it later.
Kolitha : Alright.

1. Who is speaking in the conversation?
2. What is the name of the society?
3. Why have they arranged a sermon?
4. At what time is the sermon?
5. What doesn't Kolitha know about time?

Activity 2 - Reading

Vidath showed the following picture. He asked the questions given. Work in pairs and answer.



This is a clock face. There are numbers from one (1) to twelve (12). There are two hands. One is long. The other is short. The long hand points to the minites. The short one points to the hour. There are sixty minutes in an hour.

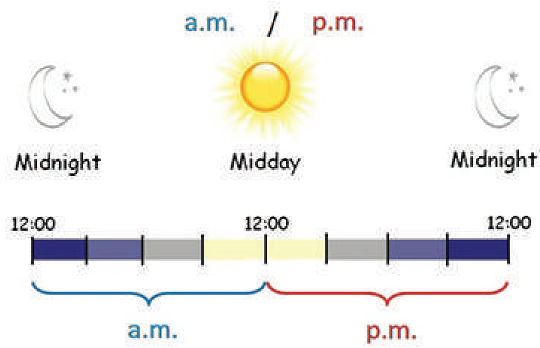
Can you read the times shown below?

Let's look at the first one. The short hand is pointed to 3. The long hand is pointed to 12. So you can say the time. It's three o' clock. Tell the time on B & C.

A B C



Vidath: Kolitha, look at this diagram. What can you say?



Time	a.m. or p.m.	Greeting
12 midnight to 11.59 in the morning	a.m.	Good morning!
12 noon to 6 in the evening	p.m.	Good afternoon!
6 in the evening to 11.59 in the night	p.m.	Good evening! (when meeting) Good night! (when leaving)

Read aloud.

Samitha : Now we have to do a few more things.

Vidath : I'll go with Jeewaka **to invite** Samanera Sugatha.

Samitha : Okay, great!

Kolitha : I'll be here.

Samitha : Why is that?

Kolitha : I'll be here **to wash** Venerable Sugatha's feet.

Samitha : Very good.

Learning Point

To infinitive

Look at the statements given.

I'll go with Jeewaka **to invite** Samanera Sugatha.

I'll be here **to wash** Samanera Sugatha's feet.

Here the verbs (infinitives) 'invite' and 'wash' are preceded by 'to'

to + infinitive

Why do you buy books? **To improve** my knowledge.

Activity 3 - Grammar

Match the two halves of the sentences. Copy them in to your book.

1. He's going to the pharmacy	to worship sacred places.
2. He's making a lantern	to ask for help with his homework.
3. He went to Anuradhapura	to decorate his house for Vesak.
4. They were at the cinema	to buy some medicine.
5. He called his friend	to attend Dhamma school.
6. They go to temple every Sunday	to watch a comedy film.

Learning Point

Bare infinitive (without to)

It can be used after auxiliaries such as *shall, should, will, would, may, might, can, could, and must*

We ***must*** study well.

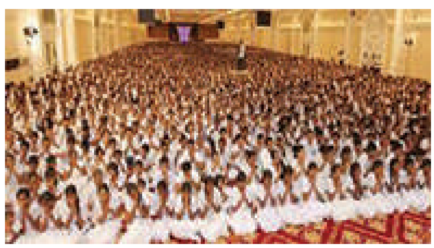
I ***can*** speak English.

You ***need*** not come.

Activity 4 - Reading

(a) Read aloud and complete the activity.

Given below is a sermon. It was delivered by Venerable Sugatha. It was his first sermon in English. Samitha, the president of the Daham Mithuro Society invited Venerable Sugatha for the sermon.



Namo tassa...

Dear Dhamma followers,

Today, this sermon is to mark the 1st anniversary of the Daham Mithuro Society, so I thought that I should speak about the value of associating with wise friends. I will use a stanza from the *Maha Mangala Sutta* for this sermon which talks about the importance of associating with wise friends.

Asevanā ca bālānaṃ,
Panditānañca Sevanā,
Pūjā ca Pūjaniyānaṃ,
Etaṃ mańgalamuttamaṃ

Do you know what it means? *Asevanā ca bālānaṃ,* do not associate with bad friends, *Panditānañca Sevanā,* associate only with those who are wise and good, *Pūjā ca Pūjaniyānaṃ,* respect those who should be respected.

Now, I will tell you a very interesting story. During the time of the Kashyapa Buddha, there was a man called Jothipala, who was a Brahmin. He had a good friend named Ghateekara, who was from the potters' caste. Although they were from two different castes, they were good friends.
Ghateekara was a devotee of the Kashyapa Buddha but Jothipala was not. So one day, he decided to take his friend Jothipala to the Kashyapa Buddha. Jothipala, who was from another religion, refused many times to visit the Kashyapa Buddha but Ghateekara managed to take him there.

After listening to the Kashyapa Buddha, Jothipala became a loyal devotee. This Jothipala is none other than Gauthama Buddha in one of his previous births.

Can you see the value of wise friends? Even the Buddha had such friends that helped him. So you should only associate with good and wise friends.

By now you should know who your good friends are.
I will end my sermon now.
Let's transfer merits to deities and all departed relatives and non-relatives.

May the Triple Gem Bless You!

(b) Put the points given in the sermon in the correct order.

1. Offerings for the Samanera Sugatha at the end.
2. Why the stanza was selected.

3. Examples of associating with good friends.
4. Thematic stanza.
5. Asking the audience say Namo Tassa Three times to observe the five precepts.
6. How Ghateekara acted as a good friend.
7. The reason for conducting the sermon.
8. Transferring merits to gods and relatives.

Learning Point

There are words which have **silent** letters.

Read the following words.

c – s**c**issors, mus**c**les
d – san**d**wich, han**d**some
g – si**g**n, hi**gh**, rei**g**n, thou**gh**

The highlighted letters are silent.

Activity 5 - Grammar

Find and circle the silent letters of the following words. (c, d, g)

foreigner
Wednesday
acquire
scythe
design
handkerchief
badge
align
science
scent
fascinate

Activity 6 - Writing

Three members of the Daham Mithuro Society designed the following poster. Read and design a poster to inform people about a 'Sil campaign' or 'Bodhi Pooja'.



Activity 7 - **Reading**

Kolitha found the following story in one of his books. Read it aloud and enjoy.

The Wise Monkey





There was a **wise young** monkey. He lived in a **big mango** tree. The monkey ate **ripe** mangoes. He was happy. The mango tree was near a river. There was an **old** crocodile in the river. They were friends. They talk every day. The crocodile told his wife about his friend, the monkey. His wife was greedy.

She said, "I like to eat monkeys. I like to eat their hearts. "Bring that monkey here."

The crocodile didn't like that idea first. Later he thought of a plan to take the monkey to his wife . So, the crocodile went to the monkey.

He said, "You always eat mangoes from this tree. Shall I take you to another tree on the other side of the river" The monkey was happy.

He said, "How can I go?"

The crocodile said, I'll take you there. "

The monkey thought for a while.

He said, "Very well, I'll come with you."

So, they started the journey.

On their way the crocodile said, "I know that you have a **good** heart."

"Thank you!" , The monkey said.

The crocodile said, "I like to have it".

The monkey suddenly felt afraid.

But he was a **wise** monkey.

He said, "Oh my friend, I left my heart on the mango tree. I didn't bring it with me. Shall we get back? I can give it to you then."

So the crocodile agreed to go back. They went back to the mango tree.

The monkey went up the mango tree quickly and saved his life.

The **wise young** monkey saved his life and the **foolish old** crocodile went home empty-handed.

Activity 8 - Writing

(a) **Draw a picture to depict the story. Describe the picture.**

(b) **Write all highlighted words in your book.**

They are adjectives. There is an order to write adjectives.

Adjective	Example
Number	one, two, three, four, five
Opinion/ Value	wise, beautiful, sweet, tasty, lovely
Size	big, small, huge, tiny, little
Age/temperature	new, old, young, cold, hot
Shape	round, square, circular, triangular
Colour	red, green, yellow, blue, purple
Origin/Nationality	Indian, Chinese, French, English
Material	steel, wooden, silver, plastic, clay
Purpose	night, cooking, boiling, sleeping, fishing

Remember a common acronym for adjective order:

NOSASCOMP - **(NO) (SAS) (COMP)**

Use the examples given above and write five phrases.

e.g. beautiful, little, red rose

Activity 9

Rewrite the following sentences using contractions.

01. It will not rain in the evening.
02. You are working so happily.
03. That is a monkey!
04. You should not be here.
05. My mother does not get late today.
06. I did not see you.
07. They were not here last night.
08. They cannot help you.
09. I will meet my brother today.
10. You had better start your homework now.

Activity 10 - Listening

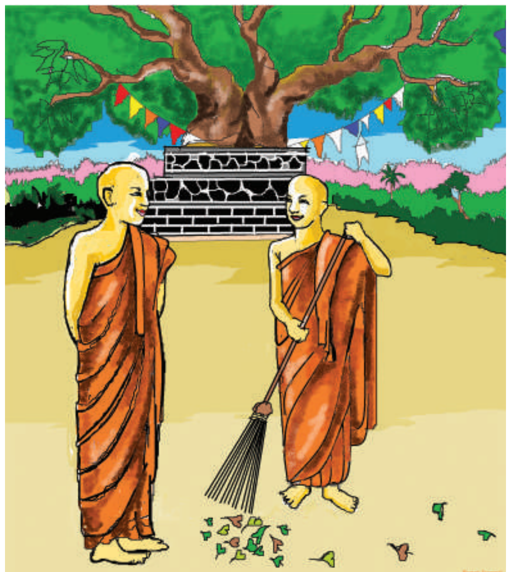
Listen carefully and number the answers in order.

a. I'm in grade two.	
b. I'm from Mahawewa.	
c. I'm Venerable Suneetha.	
d. I'm twelve years old.	

Temple Roster 6

Activity 1

Act Out



Venerable Nanda is in his new pirivena. He is a novice monk. He is sweeping the temple compound. The Chief Incumbent, Venerable Sobitha speaks with him.

Venerable Sobitha : Nanda, why aren't you at the shrine room? Didn't you check the roster today?

Venerable Nanda : No, Venerable Sir. I didn't check it.

Venerable Sobitha : Why? You **should** be cleaning the shrine room now, and not sweeping the temple compound.

Venerable Nanda : Extremely sorry, Venerable Sir. I didn't know about it.

Venerable Sobitha : It's alright. But you should check the roster weekly.

Venerable Nanda : Yes, Venerable Sir.

Venerable Sobitha : That's good. That's how a good monk should be.

Venerable Nanda : **Would** you mind if I finish sweeping the garden now?

Venerable Sobitha : No problem, it's better to finish what you have already started.

Venerable Nanda : Yes, Venerable Sir. I **would** follow the roster from tomorrow.

Activity 2 - Reading

Write '***true***' or '***false***'.

1. Venerable Nanda checked the roster in the morning. ☐
2. Venerable Sobitha changes the roster weekly. ☐
3. Venerable Nanda is the Chief Monk of the temple. ☐

Learning Point

See the **highlighted** words in the dialogue above.

should **would**

They are modal verbs. We can use 'would' for:

☞ Polite requests.

e.g. **Would** you do it from tomorrow?

Would you open the door, please?

We can use **should** for:

☞ Advice

e.g. You **should** check it weekly.

You **should** have a haircut.

☞ Obligation, expectation or probability

e.g. I **should** learn English well.

Every true Buddhist **should** practise five precepts.

Formulation:

Subject	+	would	+	Verb Stem
Subject	+	should	+	Verb Stem

Activity 3 - Grammar

Fill in the following blanks with 'would' or 'should'.

1. ……………… you hold my bag, please?
2. You ……………… brush your teeth twice a day.
3. ……………… you like an ice-cream?
4. Everybody ……………… walk on the right side.
5. ………………you like some coffee?
6. You ……………… wear school uniforms for the field trip.
7. ……………… you help me to move the box?
8. You ……………… try to lose weight.
9. I ……………… follow the roster.
10. ……………… you like a cup of tea?

Activity 4 - Reading

Read the following roster and answer the questions given.

Activity	Time	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Sweeping the compound	5.30 - 6.00	Venerable Nanda	Thisal Tharinda	Venerable Sumedha	Nimesh Sampath	Venerable Vipassi	Ajith Nilantha	Venerable Nagitha
Sweeping the shrine room	6.00 – 6.30	Venerable Nagitha	Ajith Nilantha	Venerable Vipassi	Venerable Sumedha	Nimesh Sampath	Thisal Tharinda	Venerable Nanda
Watering the flower plants	6.30 – 6.45	Ajith Nilantha	Venerable Nagitha	Venerable Nanda	Venerable Vipassi	Venerable Sumedha	Nimesh Sampath	Venerable Vipassi
Arranging the alms hall	6.15 – 7.00	Venerable Vipassi	Venerable Sumedha	Nimesh Sampath	Thisal Tharinda	Venerable Nanda	Venerable Nagitha	Ajith Nilantha
Emptying the dust bins	7.15 – 7.30	Venerable Sumedha	Nimesh Sampath	Thisal Tharinda	Venerable Nanda	Venerable Nagitha	Ajith Nilantha	Thisal Tharinda
Cleaning the preaching hall	7.30 – 8.00	Nimesh Sampath	Venerable Vipassi	Ajith Nilantha	Venerable Nagitha	Thisal Tharinda	Venerable Vipassi	Venerable Sumedha
Cleaning the wash rooms	8.00 – 8.30	Thisal Tharinda	Venerable Nanda	Venerable Nagitha	Ajith Nilantha	Venerable Vipassi	Venerable Sumedha	Nimesh Sampath

Activity 5 - Grammar

Use the correct words to make questions. [who, what, when, where]

who	**→ person/s**
what	**→ object/s**
when	**→ time**
where	**→ place**

1. .... should sweep the compound on Monday?
   Thisal.
2. .... would Nimesh do at 6.30 on Friday?
   Watering the plants.
3. .... would Ajith work at 6.35 on Sunday?
   Near the plants.
4. .... does Thisal clean the washrooms?
   From 8.00 to 8.30 on Sunday.

Activity 6 - Listening

Listen and match column A with B.

A	**B**
Sunday →	Sweeping the compound
Saturday	Sweeping the shrine room
Wednesday	Watering the plants
Friday	Arranging the alms hall
Tuesday	Emptying the dust bins
Thursday	Cleaning the preaching hall
Monday	Cleaning the washrooms

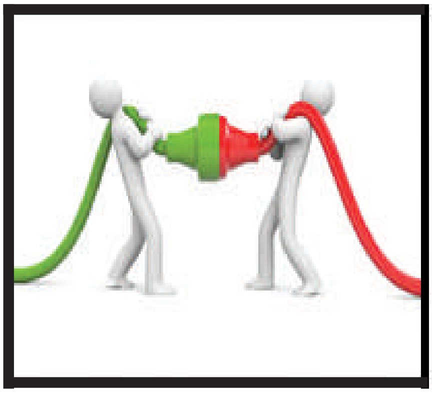
Activity 7 - Reading

Fill in the blanks using the words in the box.

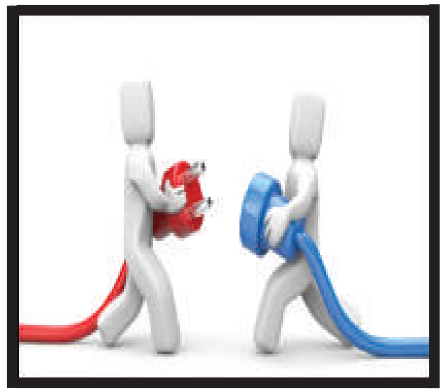


single - lined robe - in colour / double - lined robe / 'Kathina robe' / three types of

Buddhist monks and nuns wear robes. They are mostly saffron and maroon .... There are ....robes. They are the ...., the .... and the under robe. During the rainy retreat, a special robe called .... is offered to the Bhikkhus in the temple. In the past and sometimes even today, the monks sew and dye their own robes in their temples.



connect



disconnect

Activity 8 - Grammar

Let's learn to use the prefixes *dis-* and *re-*

Write out *dis-* or *re-* to complete the words.

(dis-)= not	(re-)= again
_____connect	_____write
_____courage	_____arrange
_____honest	_____fresh
_____appear	_____assure
_____agree	_____organize

Activity 9 - Reading

Draw lines to match.

1.	obedient	reopen
2.	open	disobedient
3.	like	renew
4.	advantage	dislike
5.	new	disadvantage

Activity 10

Underline the word that sounds different in each set of words.

I. shoot, hoot, luck, root
II. see, need, near, breed
III. put, speak, read, beach
IV. soap, mouth, throat, float
V. dawn, pawn, yawn, slow
VI. tail, see, sail, mail
VII. stay, play, fly, pray

Activity 11

Read the following dialogue.

Watch out!



Nuwan : What a big fire!

Amila : Yes, it's spreading fast.

Nuwan	: Shall we go and see?
Amila	: Oh! It's dangerous!
Nuwan	: Yes, it is.

A villager goes passing them...

A villager	: Watch out! Don't go closer!

Activity 12

Match column A with B correctly.

A	B
It was a very hot day.	How kind her mother is!
He sings very well.	How generous he is!
That was very interesting.	How well he sings!
It was a nice evening.	What a hot day!
Her mother is very kind.	How interesting!
He is very generous.	What a nice evening!

Activity 13 - Reading

Recite the stanza and its meaning.

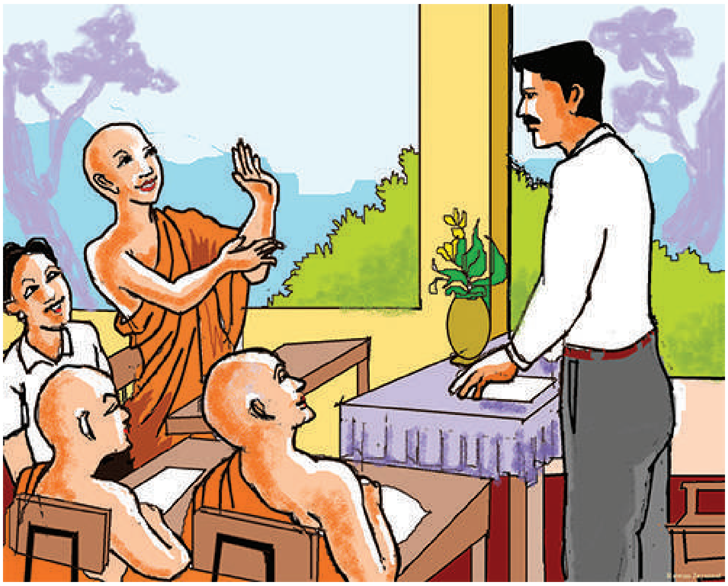
Na hi verena verāni
sammantidha kudacanaṃ
Averena ca sammanti
esa dhammo sanantano

-Dhammapada -



Hatred is never ceased by hatred,
It is only ceased by love
In this world
This is an eternal law.

True Friends 7



Activity 1

Act Out

It's the first day of the new year. All the pupils are in a new class. The new class is big. They meet new friends. The bell rings. Now they have English. The teacher comes to class.

Teacher : Good morning!

Pupils : Good morning, sir!

Teacher : I am your new English teacher. I'm Kamal Herath. I'm from Galle. I would like to know something about you. Tell me your name and where you come from.

Samitha : Good morning, Sir, **I'm Samitha**. **I'm from Ragama**.

Venerable Soratha : Sir, **I'm Venerable Soratha from Gintota**.

Teacher : Very good! How about you?

Daham : Good morning! **My name is Daham**. **My home town is Kegalle**.

1. What is the name of the teacher?
2. What does he teach?
3. Where is he from?
4. What is Samitha's village?
5. Who is from Kegalle?

(b) Introduce yourself to the class. Follow the structure given below.

I am/ I'm ……………………. from ……………..
I am/ I'm ………………… I am/ I'm from ………..
My name is / My name's ………………… My home town is …………..

(c) Do the activity in your workbook.

Activity 2 - Listening

Saman speaks about his friend.

Listen to your teacher carefully and underline the correct answers.

1. My best friend is a) Sameera b) Daham	2. He is a)nine years old b) ten years old	3. He is in a) grade three b) grade two
4. Daham is a) tall b) short	5. His favourite subject is a) Tamil b) English	

Activit 3 - Reading
Read the following paragraph.

My Friend

My friend is Isuru. He lives in Galle. He is 10 years old. His school is Gangarama Pirivena in Galle. He is in grade two. His hobby is playing cricket. He has two brothers and three sisters.

His father's name is Kamal and his mother's name is Ruwani. He has a pet dog called Brownie. It plays with Isuru. He enjoys flying kites. His ambition is to be a teacher.

Activity 4
(a) Fill in the grid using the above description.

Name	
Age	
School / Pirivena	
Class	
Hobby	
Pet	
Village	
Ambition	

(b) Speak to the class about your best friend.

(c) Go to Activity 4 in your workbook and write an essay on "My Best Friend".

Learning Point

We can form singular verbs:

☞ adding –s to verbs which end in vowel + y.

e.g.	play	→	plays
	obey	→	obeys
	stay	→	stays

☞ adding –es to verbs which end in consonant + y. But, remeber to change the final 'y' into 'i'.

e.g.	cry	→	cries
	fly	→	flies
	study	→	studies

vowel + y = add –'s'   consonant + y = drop 'y' and add- ies

Activity 5 - Grammar

Write singular forms.

Base from	**Singular form**
copy	____________
reply	____________
worry	____________
marry	____________
dry	____________

Activity 6

Change the underlined words into singular and rewrite.

e.g. <u>Monks</u> <u>study</u> Pali Stanzas.

A monk studies Pali Stanzas.

01. <u>The farmers</u> <u>carry</u> the harvest.

....

02. <u>The boys</u> <u>fly</u> kites in the evening.

....

03. <u>The children</u> <u>reply</u> to the questions.

....

04. The babies cry.

....

Activity 7 - Reading

(a) Read the conversation.

In the evening



Sithum visits his friend Pathum.

Pathum : Good evening, Sithum!

Sithum : Good evening, Pathum!
How are you?

Pathum : I'm fine. Thank you and you?

Sihtum : I'm also fine.

Pathum : What do you think about our new class teacher?

Sithum : Really good! He works ***hard*** and ***patiently***.

Pathum : He asks us to work ***neatly*** and ***well.***

Sithum : Is that your father over there?

Pathum : Yes.

Pathum's mother: Come here son, let's have some tea.

(b) Answer the questions.

1. When do Sithum and Pathum meet?
2. How does the new teacher work?
3. How does he ask his students to work?
4. Who invited them for tea?

Learning Point

Adverbs give more information about verbs. They tell us 'when, where or how' the actions take place.

- Adverbs of time (***when***);

    e.g. The new term starts **today**.

    [now, then, ago, already, soon, late, yesterday, today, tomorrow, etc.]

- Adverbs of place (***where***);

    e.g. Please, come **here** .

    [**here, there, everywhere, above, etc.**]

- Adverbs of manner (***how***);

    e.g. They cross the road **carefully**.

    [carefully, quickly, slowly, wisely, well*, etc.]

- Remember, some adjectives are used as adverbs:

	Adjectives	Adverbs
	fast	**fast**
	early	**early**
	hard	**hard**
e.g.	*He is a **fast** runner.*	*He runs **fast**.*

***'good'** *is an adjective. Its adverb is* **'well'.**

Venerable Sarada is a **good** student monk.

He studies **well**.

(c) Study the table and read aloud.
We can make **ADVERBS** by adding "*ly*" to the **ADJECTIVES**

Adjective		**+ly (adverb)**
honest + ly	→	honestly
patient + ly	→	patiently
kind + ly	→	kindly
happy+ ly	→	happily
beautiful + ly	→	beautifully
neat + ly	→	neatly
clever + ly	→	cleverly
lazy + ly	→	lazily
quick + ly	→	quickly
brave + ly	→	bravely

Activity 8 - Grammar
(a) Fill in the gird.

Adjective	**Adverb**
correct	correctly
loud	
bad	
sad	
clear	
deep	

(b) Write correct adverbs.

e.g. The soldiers are brave. They fight <u>bravely</u>.

1. Saman is careful. He drives ....
2. The tortoise is slow. It walks ....
3. Venerable Soratha's English is perfect. He speaks English ....
4. Ruwan is active. He works ....
5. This lesson is easy. I did it ....

(c) Practise with your friend **(Pairwork).**

Where are you?



Where are you?

I'm *here.*



Where's Ruwan?

He's *there.*

Read the paragraph.

Gayan lives in a rural village. He goes to school everyday. He does his homework **daily**. Therefore, he got good marks in many of the subjects ***this year***. He is in Grade two ***now***.

The highlighted words are adverbs of time. Learn them.

every day, this year, now

Activity 9

(a) Find and complete the table .

there **kindly**
patiently **bravely**
early **here**
now **above**

tomorrow

Adverbs of manner	Adverbs of place	Adverbs of time

(b) Underline the adverb.

1. She dresses beautifully.
2. You can sit here.
3. He walks quickly.
4. Hasara is playing cricket now.
5. He speaks fast.

Activity 10 - Reading

In their classroom

(a) Gayan and Tharusha are in their classroom. Read and understand the dialogue.

Gayan : **Whose** eraser is that?
Tharusha : **Which** one?
Gayan : The blue one on that book.
Tharusha : That's Namal's eraser.
Gayan : Is he new to the class? **When** did he join us?

(b) Write true or false.

1. The eraser is Namal's. ☐
2. Tharusha and Gayan are friends. ☐
3. Namal is new to the class. ☐

(c) Practise with your friend.

Which pen do you want?
I need the black pen.
Which way is shorter?
This way is shorter.
Which one is better?
The yellow one is better.
Whose brother is Chamara?
He is Viraj's brother.
Whose dog is at the gate?
Chanaka's dog is at the gate.
Whose father is a farmer?
Kaml's father is a farmer.
When will you visit Unawatuna?
We'll visit on poya day.
When are you free?
Normally, in the evening.
When does the vacation begin?
Coming Friday.

Activity 11

Fill in the blanks.



Jaya Sri Maha Bodhi

The sacred Jaya Sri Maha Bodhi is...................................... Arahath Sanghamitta theri brought the Bodhi sapling. .... planted the Bodhi sapling...................................... The Buddhists consider it as ....in the world. Let's worship our Jaya Sri Maha Bodhi.

in Anuradhapura	King Dewanampiyatissa	in Mahameuna Park
	the oldest sacred tree	

Activity 12

First complete the table and then read the words aloud.

~~then~~	shall	chair	~~when~~	them
white	chant	~~shell~~	chest	wheel
that	shirt	there	sheep	
	~~check~~		where	

then			
	shell		
		check	
			when

Activity 13

Read the notice and complete the table.

NOTICE

A Book Exhibition will be held

on Monday the 1st of July 2017

from 8 a.m. to 6 p.m.

at Sumangala Pirivena Main Hall.

All are welcome.

Organized by
Grade two students

What is this notice about?	
Date	
Time	
Venue	
Organised by	

Activity 14

(a) Read the following sentences.

- Kasun always comes **early**. He never gets **late**.
- I'm **happy** but my friend is **unhappy**.
- Nimal is **present** but his brother is **absent**.
- Using a phone has many **advantages** but it has some **disadvantages**.
- Do **good** deeds and avoid **bad** deeds.

The highlighted words in each of the sentences are opposite words *(Antonyms)*. Read them aloud.

Opposite Words	
early	late
happy	unhappy
present	absent
advantages	disadvantages
good	bad

(b) Underline the opposite words.

e.g.	**hot**	**-**	**sun**	**<u>cold</u>**	**old**	**far**
1.	old	-	empty	easy	new	short
2.	beautiful	-	clean	big	absent	ugly
3 .	rich	-	happy	glad	poor	difficult
4 .	early	-	blank	silent	late	disadvantages
5.	thin	-	pot	wet	slow	fat

The Buddha 8



Activity 1

(a) Act Out

Venerable Nanda : Venerable Sir, **shall** I go to the shrine room now?

Chief Incumbent : Why?

Venerable Nanda : Because it's very **ca*l*m** there.

Chief Incumbent : Yes, It **shou*l*d** be calm and quiet.
What are you going to do there?

Venerable Nanda : I **shall** recite some stanzas from The Dhammapada.

Chief Incumbent : That's good. Please be back after **ha*l*f** an ***h*our**.
We **will** have to go for an **a*l*ms** giving.

(b) Read the dialogue and answer.

01. Where does Venerable Nanda want to go?
02. What is he going to do there?
03. Why does he have to come back after half an hour?

Activity 2 - Reading

Read and practise with your teacher.

The following words are from the above dialogue. Identify the silent '*l*' in them.

calm ***half*** ***alms*** ***should***

Read and identify the following silent letters.

Silent ' h '

***h**our*
***h**onest*
daug***h**ter*
lig***h**t*
sig***h***

Silent ' l '

half
alms
calm
palm
salmon
talk
walk

Silent ' w '

***w**rite*
***w**rong*
***w**rist*
***w**restle*
***w**rap*

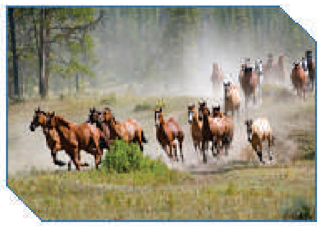
Vocabulary - Collective Nouns

Learning Point

A collective noun refers to a collection or number of people, animals or things. The words **team** and **range** function as collective nouns in the pictures below. Study the table given here and learn the *suitable collective nouns* for people, animals and things.



A team of players



A team of horses

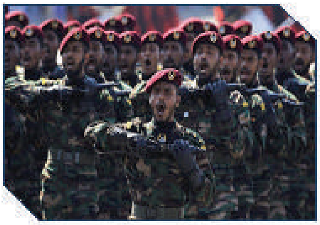


A range of mountains

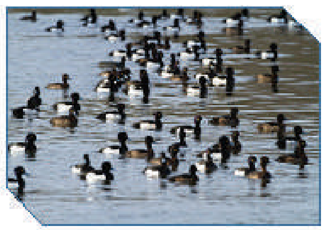
People	Animals	Things
an army of soldiers	an army of ants	an album of stamps/ photographs
a board of directors	a flock of birds	a bouquet of flowers
a choir of singers	a school of fish	a bowl of rice
a crew of sailors	a herd of deer/goats/ cattle/ sheep	a fleet of ships
a crowd of people/ spectators	a host of sparrows	a galaxy of stars
a gang of thieves	a litter of puppies/ kittens	a group of islands
a group/ troupe of dancers	a murder of crows	a bunch of keys
a team of players	a swarm of bees/ rats	a range of mountains
a staff of employees	a team of horses/ ducks	a pair of shoes
a panel of experts	a pride of lions	a pack of cards

Activity 3 - Writing

Look and complete.



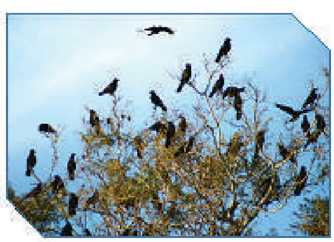











Activity 4 - Reading

Read and write.

It is a very sacred festival for Buddhists. It falls in May. It commemorates the Birth, the Enlightenment and the Passing Away of The Buddha.

It is 263 metres tall. It is a beautiful waterfall in Sri Lanka. It is in the Badulla district. The meaning of its name is 'spraying waterfall' or vapour waterfall.'

It is a rock fortress. It was built by King Kashyapa. Its entrance is shaped like a lion's mouth. It is a world heritage today. We all like this place.

We all need it. We cannot survive without it. It helps us in many ways. We should understand its value and protect it. Sometimes it can be harmful to man.

Water	**Vesak**	**Dunhinda**	**Sigiriya**

The Simple Future Tense

Positive Sentence

☞I **shall** recite some stanzas. She **will** get up early.

Positive Question

☞**Shall** I recite some stanzas? **Will** she get up early?

Negative Sentence

☞I **shall** not recite some stanzas. She **will not** get up early.

I **shan't** recite some stanzas. She **won't** get up early.

Negative Question

☞**Shall** I not recite some stanzas? **Will** she not get up early?

Shan't I recite some stanzas? **Won't** she get up early?

Activity 5 - Grammar

Match and make 05 sentences. *(First say them to the class and then write in your book.)*

I	shall / will	offer	a song
We		read	books
You	will	play	poems
They		recite	flowers
He		drink	cricket
She		eat	coffee
It		sing	candy

❖ Make negative sentences and questions (positive and negative) for the sentences you wrote.

Activity 6 - Reading

(a) Rearrange the following words and phrases to make meaningful sentences.

01. my mother/ come/ next Sunday/ will
02. will/ our principal/ address/ the meeting
03. conduct/ will/ Venerable Nanda/ the Bodhi Pooja
04. shall/ we/ him/ help
05. I/ in the evening/ meditate/ shall

(b) Write 05 things you will do tomorrow.

Activity 7

Read and understand.

Quantifier	Singular Nouns	Plural Nouns	Uncountable Nouns
all	✗	✓	✓
both	✗	✓	✗
enough	✓	✓	✓
no	✓	✓	✓

A quantifier is a word or phrase which is used before a noun to indicate the amount or quantity.



Both apples are red.



All students are in the class.



There is/ isn't enough room to sit.



There is no water in the glass.

❖ **Go to Activity 5 in your workbook and complete it.**

Activity 8

Look and complete.



This picture depicts the __________________ of Prince Siddhartha.

He attained the **Buddhahood** under the __________________.

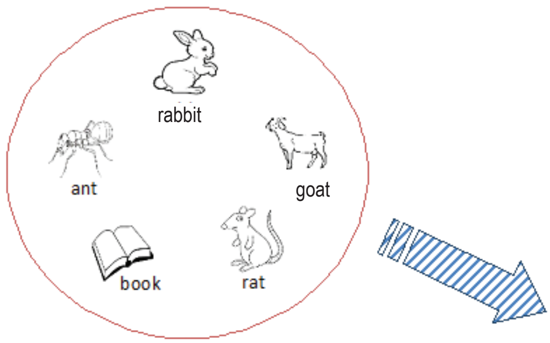
It was on a Vesak __________________ .

This happened in __________________ in India.

This **information** is valuable to all __________________.

Sacred Bo tree	Enlightenment	full moon day
Buddhists		Buddhagaya

Alphabetical Order





Alphabetical Order ➢	ant, book, goat, rabbit, rat

Activity 9

Arrange the following words in alphabetical order.

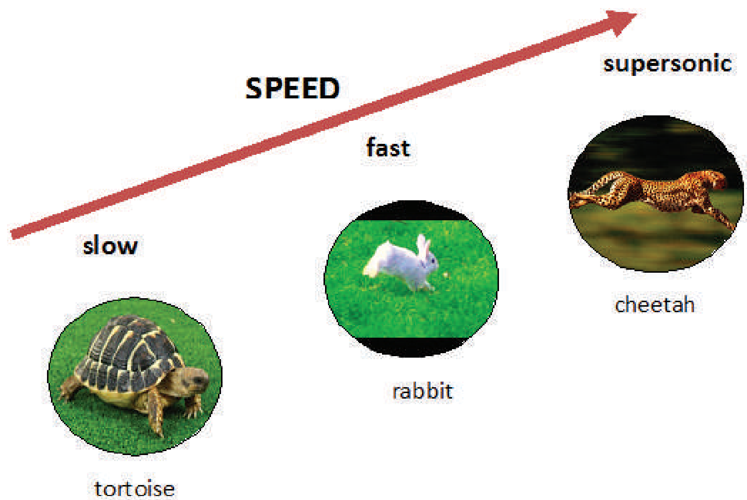
pirivena temple
library stupa
office

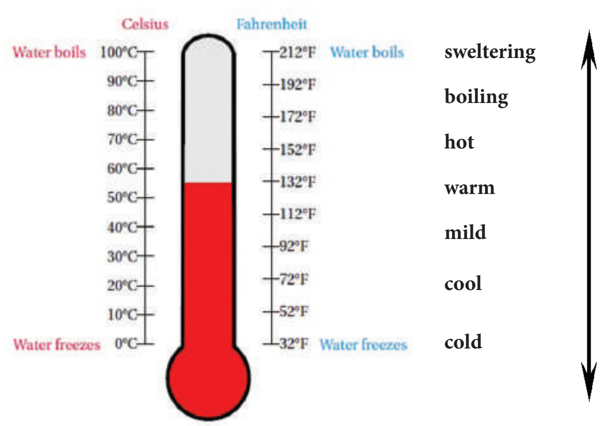
library, ..., ..., ..., ...

Learning Point

You have just learned to arrange words in alphabetical order. In the same way we can arrange the words in a certain category into a particular order. Arranging words according to a particular order is called WORD CLINE.

Study the following examples of **WORD CLINE.**





- **Go to Activity 9 in your workbook and complete it.**

Activity 10

Read and write.

Remember the words in the following circles are called **ABSTRACT NOUNS.**

An abstract noun is a noun that refers to a thing that does not exist as a material object.

Buddhahood
education
motherhood
situation
childhood

information
priesthood
attention
brotherhood
question

I. Arrange the above words in alphabetical order.

a. ………………., ………………., ………………., ……………….,……………….

b. ………………., ………………., ………………., ………………., ……………….

II. Find the words and write.

Some abstract nouns are formed by adding **–hood** or **–tion** to the end of words	
-hood	**-tion**
Buddhahood	information

Activity 11

Rewrite the following sentences correctly.

01. I is working hard.
02. she are playing badminton.
03. he am eating a mango now.
04. they isn't reading books.
05. we wasn't making kites.

Activity 12 - Listening

Listen carefully and put the numbers in correct order.

01. Switched on the TV.
02. Selected the channel.
03. Plugged in the TV.
04. Sat and enjoyed the programme.
05. Went to the living room.
06. Turned on the volume.

Activity 13

Learn the following stanza and its meaning in English.

Teacher	: Did you recite the stanzas?
Venerable Nanda	: Yes, Venerable Sir.
Teacher	: Can you say it now?
Venerable Nanda	: Yes, Venerable Sir, I will say the stanza and its meaning in English.
Teacher	: Excellent! Go on…

Dunniggahassa lahuno – yattha kāmanipātino
cittassa damato sādhu – cittaṃ dantaṃ sukhāvahaṃ

The meaning in English;

The mind is very hard to check and swift,

it falls on what it wants.

The training of the mind is good,

a mind so tamed brings happiness.



Meditation is the key to tame/ control your mind.